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MODERN TRENDS AND SPECIFICS OF ADDITIONAL PROFESSIONAL EDUCATION OF UNIVERSITY LECTURERS

Abstract

The subject of consideration in this article is additional professional education as a pedagogical system, an integrated set of methods, forms and means of obtaining, expanding and deepening the competencies, which have already been formed and acquiring new ones. Nowadays, the development and further improvement of additional professional education have become actual in recent decades. In Russia, this is carried out in the context of a profound restructuring of society. Therefore it has its own characteristic features due to socio-economic transformations and corresponding changes in the labour market. It is stated that additional professional education of teachers acquires a special social status and is distinguished by its motives and values, goals and objectives, forms of organization and content, teaching technologies and methods of control and assessment.

The goals and objectives of additional professional education of teachers have been represented, including the formation of their motivation for professional growth, advanced training, professional retraining, as well as the prevention of professional and the strain of personality, overcoming professional and personal crises. The result of studying this issue was the identification of modern trends and directions for the further development of the system of additional professional education for teachers.

Keywords: additional professional education, university teachers.

Introduction

Actually, the twenty-first century can be announced as a good time for global education and outlining the essential skills and competencies, that is why culture, intelligence, and comprehensive education are proclaimed as the priority values of the world community. The demand for getting a high level of qualitative education is steadily increasing all over the world, and moreover, its crucial importance for the development of the state and society is widely discussed by different experts, too. Among the trends of professional education, its continuity is coming out

on top, which is provided by additional professional education (professional education of adults).

Additional professional education as a pedagogical system is an integrated set of ways, forms and means of obtaining, expanding and deepening existing competencies, as well as acquiring new ones. Additional professional education contributes to the overall development of the specialist, enriching his methodological, spiritual and professional culture.

The development of additional professional education in recent decades has become one of the most pressing pedagogical problems. The

number of scientific studies devoted to the problems of additional professional education has significantly increased. The number of publications on this issue is estimated in thousands, and special journals are published, scientific and practical conferences are systematically held. However, the problems related to additional education of University teachers have not been fully resolved. This article is devoted to their understanding.

Theoretical Framework

Additional professional education has received intensive development abroad in recent decades, reflected in numerous scientific studies of foreign scientists (P. Jarvis, M. Knowles, R. Peterson, M. Tpait, J. Field, etc.).

In our country, the formation of the system of additional professional education is carried out in the context of a deep restructuring of society and has its own characteristic features, primarily due to socio-economic transformations and corresponding changes in the labour market.

The modern period of domestic education is characterized – as A. M. Mitina notes – not only by the aggravation of contradictions in additional professional education but also by the acquisition of this form of education of special social status.

The development of additional education takes place in the direction of switching to a diverse and mobile system of educational services, integrating the traditionally established system with new types of educational institutions. The advantages of the modern system of additional education are its flexibility, rapid response to changing needs in the workforce, the implementation of the already updated needs of the individual (Mitina, 2004).

A sufficient number of studies have been devoted to the problems of additional professional education in Russia (Brodyansky, 2002; Donina et al., 2020; Kravchenko, 2018; Lukyanova, Donina, Aryabkina, & Kovardakova, 2018; Margolina, 2020; Zmeev, 2015).

Key features of additional professional education

Additional professional education, being an integral part of the modern education system, is characterised by the following characteristics, which make it possible to distinguish this area of education as a relatively separate sphere:

- the adulthood of contingent of students;
- availability of basic education or the process of its getting;
- institutionality;
- personal orientation;
- updating of existing educational needs;
- continuity.

A. M. Mitina suggests that for a more comprehensive definition of the specifics of the system of additional professional education, two more features should be introduced: additivity and complementarity. The term ‘additivity’ is formed from the English word ‘additive’, which means something added to different products to make them taste and look better or keep them fresh. So, thereunder additivity as a property, the author means adding corrective or compensatory content that replenishes the basic knowledge already available to the listener. Furthermore, at the same time, the term ‘complementarity’, which has the same in common with such English words as ‘complementary’, ‘additional’, ‘concomitant’, also means the process of compensation and replacement of the lack of education in a life of an ordinary human, but is vital for his full functioning as a person and a specialist (Mitina, 2004).

Trends in additional professional education. Modern trends in the development of the system of additional professional education include the strengthening of the complementary component.

This is not due to the shortcomings of basic education but to the fact that it is fundamentally unable, being fragmentary in nature, to ensure the completeness of personal education in a dynamically changing society.

From the author's point of view, basic and additional professional education is not only closely interrelated but also interdependent, assuming each other. A significant trend in the development of additional professional education at the moment is its "turn" to a specific person to meet the educational needs that they have updated.

Finally, there are real opportunities to "expand" the previously largely impersonal system of additional professional education to the individual who organizes his life in the conditions of creative experience, building the trajectory of his life from the standpoint of his own "philosophy".

The trend of democratization of additional professional education is characterized by accessibility, expansion of freedom of choice, rejection of authoritarianism in adult education. Methodological approaches to the fundamentalization and individualization of learning in the context of humanization and humanitarization of adult education are developed, increasing the requirements for university teachers' professionalism.

The group of Russian scientists from Ulyanovsk State University makes sure that the modern educational process at the university with the use of information and "educational technologies" provides the basis for the formation and development of a new direction in the didactics of higher education, conventionally called by us as the didactics of e-learning (e-didactics). In this sense, electronic, information and educational technologies, being a technological platform for the organization of e-learning in higher education, can serve as an incentive and a means of major changes in the teaching methodology; increase the effectiveness of the process of acquiring knowledge by increasing the variety of sources of information and their interaction, combin-

ing the means used, methods and organizational forms of training; make changes in the duration, place and pace of training; have the potential to expand access to education for a huge number of people, and limit it to those who have sufficient means for this; they are expanding opportunities for full-time and part-time education, especially distance education, which is currently developing most rapidly around the world.

As an example, consider the basic tendencies of development of a system of adult education in the field of e-learning, the priority and direction of its development are considered by several trends: greater emphasis on user activity; the transition from widespread open access online educational courses to selective ones; spread the strategy of "Bring-Your-Own-Device"; increases in data and analysis; widespread use of mobile technologies; the proliferation of platforms, P2P (peer-to-peer); the increased use of video and the degree of immersion in the learning environment; increase in the number of repositories of educational data; increased focus on assessment and accreditation; continued growth of resources in online-accessible individual learning; increased use of adult vocational training platforms. This led to the trend of further computerization of the system of additional professional education (Mitina, 2004).

The specificity of the educational process in the system of additional professional education is largely due to the fact that the subject of education here is an adult who already has a professional education, professional and life experience. Psychologists distinguish the following features that distinguish an adult student:

- awareness of oneself as an independent person, which causes a critical attitude to attempts to lead them;
- has a certain stock of not only professional but also a social experience, a formed worldview, from the positions of which new information is evaluated;
- the pragmatic nature of educational motivation, since with the help of additional profes-

sional education, an adult student seeks to solve his professional and life problems;

- striving for the immediate application of new knowledge;
- the emotional nature of evaluating new information. The adult brain tries to “block” information that is accompanied by negative emotion, even if it is just uncomfortable sitting, feeling hungry, lack of fresh air, etc. (Agapova, 2003).

Adult education is distinguished by its motives and values, goals and objectives, forms of organization and content, learning technologies and methods of monitoring and evaluation.

S. G. Vershlovsky, describing the motivation of adult learning, writes that ‘an adult learns, first of all, guided by pragmatic motives. If an adult already has the practical knowledge that allows him to solve problems, then he does not feel the need to go beyond the existing life and professional experience’ (Weslowski, Suhovskaya, & Ermolaev, 2005). It means that the need for new information arises when this adult is faced with a professional problem, and the existing knowledge and experience do not allow it to be successfully solved. The need for new knowledge is formed.

As for the value of education for an adult, it is not always determined by purely practical benefits; in learning new things, a person also gets joy from the process of the intellectual search itself (Vershlovsky, 2003).

There are the following factors that motivate an adult in the system of additional professional education:

- awareness of the gap between the current and necessary level of knowledge for effective professional activity;
- the desire to comprehend problems that are beyond his personal existence and have a global character;
- the desire to master some new ways of occupational activity;
- striving for professional growth;
- the desire to get higher ratings from the refer-

ence group (Weslowski, Suhovskaya, & Ermolaev, 2005).

The goals of adult education are formulated by andragogy as follows: growth mindset /career advancement skill development, professional retraining, i.e. obtaining new qualifications, prevention of professional and personal deformation, overcoming professional and personal crises, etc.

The content of adult education is also specific. On the one hand, it is determined by the demands of the socio-economic situation, and on the other hand, by the personal needs of specialists.

Considering the specifics of the content of additional professional pedagogical education, M. D. Matyushkina identifies the following features:

1. Relevance of the content of education: representation in the content of the latest knowledge in the era of the information boom and the relevance of individualized knowledge for a particular student in solving professional and life problems;
2. Consistency in the presentation of the material: correspondence of the content to the logic of studying as a process; consideration of the focused research subject as an element of higher-order systems; correspondence of the content of education to its goals, forms, and desired results;
3. Problematic content: revealing significant problems for the learner; the problematic nature of the material, when the student is included in the heuristic search for solutions to problems; connection with the process of comparing the real educational situation with the global problems in today’s world;
4. Contextualization of education: designing the learning path which is based on the nature and conditions of professional activity of communicators;
5. Practical orientation: the selection of educational content in accordance with the importance of knowledge and qualified skills for fu-

- ture work;
6. Variability of additional professional programs, ways and methods of modeling practical activity, educational technologies;
 7. Informational capacity: information saturation of the content due to the lack of time of the working adult and the already sufficiently high level of development of cognitive abilities that allow learning material to be assimilated and be absorbed as new knowledge at high speed;
 8. Mobility: continuous adjustment of educational programs based on students' requests, changes in scientific knowledge, transformation of the socio-economic situation, etc. (Matyushkina, 2004).

In her thesis M. D. Matyushkina (2013) has described such requirements to the contents of additional education of teachers as “the balance of authentic knowledge, humanitarian knowledge and natural science knowledge; moving from Eurocentrism in the study of world history and culture; the balance of professionally directed and common cultural education, broad enough to ensure comprehension coherent picture of the world; ensuring the possibility for some increase in volume and quantity of knowledge, which can be archived by the help of brain-building and critical thinking, increasing cognitive complexity and a greater conceptualization of the content of education; inclusion in educational programs of human science knowledge (philosophical and ethical, sociological, psychological theories, practice-oriented knowledge related to the preservation of human health); extensive training in communication, reflection and dialogue, understanding, self-understanding and self-control, ways to overcome psychological crises, depression, anxiety, managing your emotions, volitional sphere; formation and development of functional literacy and competence in the information technology field (modern means of communication), as well as the ability to learn independently”.

Speaking about the specifics of the educa-

tional process in the system of additional professional education of University teachers, it should be noted that following the Law “on education in the Russian Federation”, teachers of higher educational institutions have the right to additional professional education in the profile of pedagogical activity at least once every three years (paragraph 5.2 of article 47). At the same time, paragraph 1.7 of article 48 of the same Law States that the systematic improvement of their professional level is their responsibility.

Turning to the question of the specifics of additional education of University teachers, we note that the problem of its organization is highly relevant in the context of the reform of higher education. Fundamental changes caused by the introduction of Federal state educational standards focused on the formation of students' competencies, their frequent change, the three-level system of higher education (bachelor's, master's, postgraduate), the emergence of new learning technologies (e-learning), etc., the priority importance of improving the skills of university lecturers. This is due to the fact that most of them (with the exception of pedagogical universities) do not have a basic pedagogical education. Their pedagogical content knowledge is frail, fugitive and sometimes haywire, not systematized, and therefore cannot be a reliable theoretical basis for effectively solving problems of an innovative and professional nature.

In connection with these circumstances, many educational institutions of higher education have created an intra-University system of professional development of lecturers. The basic form of advanced training is courses of 16 to 250 hours in priority areas of teaching. However, the existing system of additional education cannot always provide effective professional development of the teaching staff.

The main problems of additional professional education. Problems related to the provision of professional and pedagogical training and advanced training of university lecturers in the system of additional professional education, L. F.

Krasinskaya (2011) unites in several groups.

First, there is almost no solution to the question of continuous pedagogical training of university lecturers in graduate and professional training systems that could be provided by developing and implementing science-based programs of highly qualified educational courses designed for the progressive increment of pedagogical competences of lecturers at each key stage taking into account the already acquired experience.

The second group of problems is related to the content of training in advanced training programs. Additional professional programs should be variable, flexible. They should consider the educational needs of different categories of university lecturers, especially those who are chiefly engaged in the educational process in educational or administrative-managerial work.

The third group includes problems related to the use of outdated teaching technologies that provide, mainly, the update of theoretical knowledge but poorly contribute to the formation of pedagogical competencies.

The new educational reform, along with the problems of optimizing professional standards and professional and public accreditation, raises the problem of modularity of training as an opportunity to enter the attractive market of additional educational services with the developed module of the main program. In addition, in the organization of modern additional professional education, an increasing role should be given to the didactics of e-learning (“electronic didactics” – “e-didactics”).

The main educational technologies, such as computer-supported collaborative learning and computer-based training, which have been used in the course of its implementation, are the motive and mechanism of major changes in the methodology of adult education; they increase the efficiency and effectiveness of the process of acquiring new knowledge by increasing various sources of information and their combination; they affect the duration, place and pace of train-

ing; they create conditions for expanding access to education (including distance education), which denotes an increase in the share of independent learning activities of the individual in the educational process.

As a scientific tendency and prospect in the theory of adult education, e-learning didactics is currently in the process of formation, so there is a problem of continuity in the didactic principles, content, forms and teaching methods, which have their own significant differences.

The fourth group of problems is closely connected with the fact that it is not taken into account that lecturers of different departments, different age categories, with different teaching experiences, with different educational profiles have different educational needs, which reduces the quality of their training in advanced training courses.

The next group of problems in the system of additional professional education is connected with the fact that the principles of teaching adults, which were set by andragogy, are often of little account to the providers. Particular attention should be paid to such basic principles as building on their cognitive autonomy, professional and life experience, the ability of instant usage of acquired knowledge in practice, etc.

The meaning of professional development of lecturers is not so much in increasing knowledge and skills, if not in the awareness of their experience, in the development of creative abilities, in the rejection of established stereotypes and, as a result, in the growth of professional consciousness under the new requirements of the socio-cultural situation in the country and the world.

Very serious problems are associated with the content of advanced training programs for University teachers. Usually, such programs include a psychological and pedagogical module; some programs are entirely devoted to the problems of University pedagogy.

Many teachers tend to underestimate the importance of professional and pedagogical training, considering it fundamentally important to

have deep knowledge in the professional and scientific fields and count on the fact that teaching will come with work experience.

The reasons for this attitude to pedagogy lie in the nature of technical education, which forms a technocratic consciousness. The technocratic consciousness establishes the cause of personal insensitivity to humanitarian problems. This attitude to the psychological and pedagogical aspects of improving professional competence in the system of additional professional education is also influenced by ill-conceived teaching methods: naked theorizing, the lack of “live pedagogy”.

Another group of problems is related to the effectiveness of additional professional education. The knowledge and skills acquired by the student must contribute to improving the efficiency and quality of their work on a practical level. Nevertheless, it does not often happen, the reason of it is covered in the fact that the teacher works in the old way, using inefficient methods of activity. This situation indicates a low “efficiency factor” of additional professional education.

In addition, the problems of additional professional education of university lecturers should include:

- extremely short terms of training: students do not have enough time for deep assimilation and consolidation of the material, for the purpose of checking the knowledge during their working practice;
- weak science-based and tutorial educational device and technical base of additional professional education units of the University;
- insufficient technical and analysis tools for scientific research of the educational process;
- the limited staff of additional professional education units, etc.

Methodology

Our research was based on the application of methods of theoretical analysis of philosophical,

historical, pedagogical, sociological, cultural literature in the context of additional education of University teachers, legislative documents in the field of education, as well as a set of methods of research practice that allow us to obtain reliable information, which include: a retrospective analysis of domestic and foreign experience in the organization of additional pedagogical education; theoretical methods (analogy, analysis, abstraction, comparison, synthesis, concretization, classification).

Results

Our theoretical and philosophical analysis of the problems of the system of additional vocational education allowed us to identify a number of requirements for advanced training of university teachers:

- the training of the teaching staff of the university in the system of additional professional education must meet the requirements for the level of their competence, formulated in the relevant professional standard;
- the content and technologies of training should meet the goals of the formation of pedagogical competencies that are in demand in the modern practice of higher education;
- a reasonable combination of theoretical and practical components in the training of teachers, strengthening the practical orientation of the educational process;
- implementation of the principles of andragogy;
- creating conditions in the educational process for maximum creative activity and cognitive independence of students;
- the differentiated approach in the training of teaching staff;
- changing the criteria for evaluating the effectiveness of training in the system of additional professional education, in particular, assessing the degree of application of the competencies formed in the classroom by students in practice;

- strengthening the material and technical base of additional professional education, strengthening the methodological and technical equipment of the educational process.

The implementation of the identified requirements will contribute to the systematization of the empirical pedagogical knowledge accumulated by teachers, the development of a personal position on the changes taking place in the higher education system, the development of professional consciousness, the formation of the ability and willingness to apply new knowledge and skills in their professional activities creatively.

The new educational reform of the Russian Federation, along with the problems of optimizing professional standards and professional and public accreditation, raises the problem of its effectiveness. Solving the problem of modularity of training has a great potential for improving performance in modern conditions. The modularity of training makes it possible to enter the attractive market of additional educational services with the developed module of the main program.

To describe the process of modular construction of training in the system of additional professional education, we define the concept of “professional module” from the dictionary of modern Russian professional education: “...a professional module is a part of the program of professional education (training), which prepares students to perform a certain set of job functions that are of independent significance for the labour process” (Blinov, Voloshina, Yesenina, Leibovich, & Novikov, 2010).

The training module is a single fragment of the program, acting as its independent component, presented in such a way that the student clearly understands what exactly he should know and be able to do after mastering the module, how he will be able to achieve this knowledge and skills and how he will prove their formation. There are various options for using modules in the educational process: as part of a traditional course, as a full course or a complete curriculum,

presented as one “large” module or several “mini” modules.

Based on the studied literature (including foreign literature (Bell, 1975; Saxton, 1980)), researcher A. A. Salikhova (2021) developed an educational module for an additional professional program on the formation of the value foundations of family life among student youth. This module, introduced into the educational process of various universities of the Russian Federation A. A. Salikhova and the authors of this article, includes the following blocks: theoretical and methodological, block of target attitudes, content-activity and productive-evaluative. Let us give a brief description of them.

The theoretical and methodological block includes:

- methodological approaches: general scientific (historical-sociological, cultural-philosophical, familistic, interactionist, paternalistic, pronatalist, stratification); psychological and general pedagogical (humanistic, axiological, andragogical, structural-functional, situational, gender, personality-activity, competence);
- functions of a young family: state, public, personal, individual, integrating, social, educational, developmental, scientific, cultural, informational, managerial, as well as the function of forming the readiness of university teachers to work to familiarize young people with family values;
- principles of state youth policy concerning a young family (principles of social subjectivity, interconnection and continuity of generations; integrity and consistency; the unity of educational and educational, socio-economic and legal space; a differentiated approach to various types of families; sociocultural and situational-role adaptation, humanism and others; pedagogical (cultural conformity; reliance on life experience; activation of the emotional sphere; the principle of taking into account the gender characteristics of the individual; the principle of interactivity); general didactic principles of organizing educational processes

(consciousness and activity; visibility and accessibility; consistency and structuring; strength and consistency; problematic and scientific; flexibility and variability, continuity and adaptability of educational programs; implementation of feedback and connection between theory and practice);

- mechanisms for implementing the pedagogical strategy for the formation of family values of youth: traditional; institutional, stylized, interpersonal; socio-pedagogical and psychological mechanisms (imprinting, imitation, existential pressure, identification, reflection).

The block of target attitudes will include the goal: improving the additional professional education of teachers in the formation of the value foundations of the family life of student youth in the context of the transformation of the semantic content of the concept of “family”, as well as a set of the following tasks: based on the study of the genesis of the phenomenon of family and family relations in the works of domestic and foreign scientists to reveal the content of the concept of the concept “family” in the scientific-categorical terminological apparatus; to give a conceptual substantiation of the concept of a young family as a demographic reserve of state policy, to reveal the indicators of its success in modern Russian society; to determine the social characteristics, current trends and dynamics of the value-semantic content of the concept “family” in the life of Russian youth; to reveal the content of the concepts “readiness of university teachers to work on familiarizing young people with family values” and “familistic competence”, as well as the specifics of the process of additional professional education of teachers on the formation of family values among students; to develop its criteria characteristics and conditions of efficiency.

The substantive component of the module is implemented in the course of its implementation in the programs of additional professional education of university teachers in the following areas: *Pedagogy and psychology of higher education, Teacher of secondary vocational education, Tea-*

cher of higher education, Pedagogy of higher education, Modern pedagogical technologies, Improvement of educational programs in accordance with the requirements of the Federal State Educational Standard of Higher Education.

As for the content of the educational module on the formation of the value foundations of family life among students within the transformation of the semantic content of the concept of “family”, it includes three sections.

In the first section, *Genesis of the phenomenon of family and family relations in national family policy. The development of a young family as a subject of its relations with the state and society* included the following topics: *Historical-sociological and cultural-philosophical approaches to the study of the phenomenon of “family”. Retrospective analysis of the dynamics of the social value of the family as a social institution; The dynamics of the concepts of the formation and development of a young family as a demographic reserve of state family policy in our country; Institutionalization of a young family as the main direction of implementation of the Concept of State Policy in relation to a young family. A model of a prosperous young family and a system of indicators of its development.*

The second section, *Dynamics of the value-semantic content of the concept “family” in the life of Russian youth*, includes the topics: *The content of the concept “family” in the scientific-categorical terminological apparatus. General and individual in the concept of “family”; The value-semantic content of the concept “family” in the context of the implementation of the axiological approach to the formation of family priorities of modern youth; “Normative” family models and their descriptors. Marriage – a family foundation that determines the content of marital relations. Factors of destabilization of family and marriage relations; The values of family and marriage. Official marriage and negative aspects of extramarital forms of marriage (cohabitation); The main tendencies of family relations in the XXI century.*

In the third section, *Specificity of the process of additional professional education of university teachers in the formation of family values among modern youth*, the following topics are implemented: *Goals, specificity, current problems and requirements for the additional professional education of teachers; Modern youth family: its types and distinctive features. The stratification model of the student family and its social strata. Family in the rating of the most essential values for young people; Basic approaches, principles and methodological support of the educational module on the formation of the value foundations of family life among students; Criteria characteristics and methods of diagnostics of the formation of the readiness of student youth to familiarize themselves with family values.*

Practical activity, as a fragment of the content-activity block of the module of the additional professional training program for university teachers, is a system of actions to form the value foundations of family life among students. In the context of the problems considered in this article, these are the methods and forms of conducting classes on the formation of value orientations in the family life of students; the ability to implement the historical-sociological and cultural-philosophical approaches to defining the definition of “family” and “family values”, to use the legal norms of protecting a young family from both society and the state; work with various “normative” family models, distinguish between the types of family relationships (diktat, excessive guardianship, non-interference position, positive cooperation), etc.

Practical activities include the following:

- conversations on the topics: *The value-semantic content of the concept “family” in the life of Russian youth; Modern family in the context of the transformation of family norms and values; The attitude of student youth to family and marriage; The influence of pre-marital choice on the stability of a young family; Civil marriage and de facto marriage. Forms of marriage unions, etc.;*

- group creation of collages: *How do I imagine my future family life?; The qualities necessary for a person in the family; Youth: love, marriage, family; Marriages and Divorces among Youth; Search and analysis of the factors necessary to create a healthy family, etc.;*
- discussion *Men and women: culture of family relations; Early Marriages: Prospects and Risks; Civil marriage and de facto marriage; Types of family relationships: personal attitudes and priorities; Consequences of Sexual Emancipation: Forms of Modern Marriage Unions; Conflicts in a young family: causes and ways of elimination; The reasons for divorce. Principles of Marital Welfare, etc.;*
- exercises *Two worlds: analysis of gender stereotypes in youth families, Family portrait, Caring, Family budget, Taking responsibility, Models of family communication, etc.;*
- brainstorming: *The structure and hierarchy of family values of young spouses; Main motives, reasons for early marriages, Distribution of family responsibilities between spouses, Pros and cons of unregistered marriages, Personal qualities of a future life partner, etc.;*
- acting out family situations, role-playing games, training: *First date; Gender attitudes in a youth family; Clash of rules: marital roles, parental responsibilities, Replaying conflict situations and finding effective ways to overcome them, Marriage agreement, the procedure for concluding and terminating, There are three of us!; Family budget planning, etc.;*
- essay: *Family: yesterday, today, tomorrow; Future family. What is she like?; The family we live in; May you live happily ever after! Or how to be happy in marriage;*
- “round table” on the topics: *Problems of the student family; Peace in the family: wisdom in everyday contacts, etc.*

The productive-evaluative block of the module of the additional professional program for professional development of teachers, as a frag-

ment of the program unified in a structure, acts as its independent component. In the context we are considering, it implies that students will be able to clearly understand what they should know and be able to, what competencies to master after mastering the module, and how they will be able to demonstrate the formation of these competencies in practice.

Conclusion

Thus, additional professional education in modern conditions is the most important mechanism for improving the continuing education of adults, including University teachers. Its relevance is due not only to the aggravation of contradictions in the additional professional education itself but also to the acquisition of a special social status by this form of education. The advantages of the modern system of additional education consist in its flexibility, rapid response to changing needs in the labour force, implementation of various needs of the individual.

In the course of the research, we have revealed such features of modern additional professional education of University teachers as adulthood of the contingent of students; availability of basic education or its receipt; institutionality; personal orientation; actualization of existing educational needs; continuity; additivity and complementarity.

The goals and objectives of adult education are clarified (in the context of improving the professional level of University teachers of various directions). The peculiarities that distinguish a university teacher derive from a certain amount of both professional and social experience (formed worldview, which assessed the new information; the awareness of themselves as individuals; pragmatic learning motivation; the desire for immediate application of new knowledge; the emotional nature of the evaluation of new information, etc.).

The factors motivating a University teacher in the system of additional professional education

are identified. The specificity of the content of the education of teachers universities (relevance; consistency; problematical; contextual aspects; practical orientation; mobility and flexibility for more professional programs, forms of learning, educational technologies, information, and intensity information due to the time constraints of working adults, allowing you to learn the training material at high speed of its presentation, etc.). The requirements to the content of additional professional education and unsolved problems in the system of additional professional education are revealed.

The main trends of additional professional education at the present stage are identified: the trend of democratization, characterized by accessibility, expansion of freedom of choice, rejection of authoritarianism in adult education; the trend of further computerization associated with the development of “electronic didactics” (e-didactics); the trend of optimization of professional standards and professional and public accreditation; solving the problem of modularity of training, which has a high potential to increase the effectiveness of education of University teachers; developing methodological approaches to the fundamentalization and individualization of training in the conditions of humanization and humanitarianization of additional professional education in modern conditions.

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